DOCUMENT RESUME

ED 282 353 EA 019 457

TITLE Perspectives on Racial Minority and Women School Administrators.
INSTITUTION American Association of School Administrators, Arlington, VA. Office of Minority Affairs.
SPONS AGENCY Ford Foundation, New York, N.Y.
PUB DATE 83
NOTE 40p.; For a related document, see EA 019 449.
AVAILABLE FROM Publication Sales, American Association of School Administrators, Office of Minority Affairs, 1801 North Moore Street, Arlington, VA 22209 ($6.50 prepaid).
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrators; Civil Rights; Elementary Secondary Education; Employed Women; Employment Practices; *Equal Opportunities (Jobs); *Ethnic Discrimination; Ethnic Groups; *Minority Groups; Minority Group Teachers; Questionnaires; School Districts; School District Size; Sex Discrimination; *Superintendents; Surveys; *Women Faculty

ABSTRACT

This report provides results from a survey of school districts headed by racial/ethnic minority and by women superintendents. The document contains three sections. Section 1, "Profiles of School Districts Headed by Women and Racial-Ethnic Minority Superintendents," outlines survey methods and identification of respondents. Characteristics of districts headed by women and minority superintendents are described. Trends concerning women superintendents and their districts include: (1) districts were larger in 1982-83 than previously; (2) women head fewer unified districts relative to the nationwide percentage; and (3) women tend to head small districts in suburban areas. Conclusions about minority superintendents and their districts include: (1) districts are larger than those headed by women; (2) a larger proportion of minority than women superintendents head unified districts; and (3) locations are urban and suburban. Section 2, "A State by State Look at Women and Minorities in School Administration," presents tables and discussion of female and minority representation in each state. "Black School Administrators: A Review of Their Early History, Trends in Recruitment, Problems, and Needs," section 3, gives a historical overview and recent employment trends. Problems faced by black administrators and needs for achieving career growth are identified. Questionnaires and references are included. (CJH)

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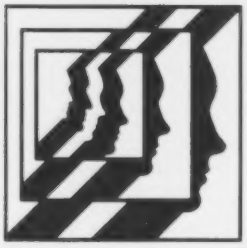

Perspectives On Racial Minority and Women School Administrators

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Published by
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
1801 North Moore Street
Arlington, Virginia 22209

The development of this publication was made possible with funding from the Ford Foundation, under the auspices of Project AWARE (Assisting Women through Awareness, Resources, and Encouragement). The views presented here may not necessarily represent those of the Ford Foundation, nor of the American Association of School Administrators.

This publication is available from the Office of Minority Affairs, 1801 North Moore Street, Arlington, Virginia 22209.

$6.50 prepaid

Library of Congress Catalog Card Number: 83-073596

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Cover design by Stanley Bandong

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Profiles of School Districts Headed by Women and Racial-Ethnic Minority Superintendents

INTRODUCTION

Historically, women and racial or ethnic minorities have always been underrepresented groups in school administration, especially as school superintendents. In fact, it was not until the last three decades that Blacks, Hispanics, and Asians were appointed heads of public school systems. Studies have been conducted on the rise and fall in the numbers of women and racial/ethnic minorities in school administration, the barriers they encounter while moving up in their careers, the unique problems they face as superintendents and administrators. Studies have also been conducted on their personal and professional characteristics.

Little attention has been given to the school districts around the country that are headed by women and racial/ethnic minorities. Previous studies have indicated that women generally head small districts in rural areas. Is this still true today? Also, the majority of school districts in the country are small and rural, and we do not know whether there is indeed a difference between male and female administered districts when comparisons are made.

In similar manner, districts headed by racial/ethnic minorities have been relatively unknown variables from a research standpoint. The belief held by some is that minority superintendents usually head school districts where racial/ethnic minorities actually are the majority population. This has been supported in studies of districts headed by Black superintendents and where a majority of principals were also Black. In addition, Black superintendents were also believed to head large districts with serious problems.

This paper reports research results on a larger survey in regard to districts headed by racial/ethnic minority superintendents; as well as questions on the nature of districts headed by women superintendents.

SURVEY METHODS

The American Association of School Administrators (AASA) Office of Minority Affairs conducted a survey of women and racial/ethnic minority superintendents in order to determine the characteristics of districts they administer. A survey questionnaire was sent in the fall of 1982 to all those superintendents identified as female or as a possible racial ethnic minority, i.e., Asian, Black, Hispanic, or Native American. Two follow-up letters were sent to obtain as high a return rate as possible. The last questionnaires were returned by respondents in January 1983.

Identification of Women Superintendents

The AASA Office of Minority Affairs keeps track of the number of women superintendents around the country, where they are, and who they are. No doubt, keeping track of superintendent appointments is difficult. However, AASA's access to names of school superintendents has made possible the identification of women superintendents. Networks have also been organized through Project AWARE (an AASA program on Assisting Women to Advance through Resources and Encouragement) so more aspiring women can obtain school administration positions and superintendencies.

More than two hundred fifty women superintendents were identified and sent a survey questionnaire. Changes were made to the list when notifications were received regarding retired superintendents and those who just left their districts or moved to another superintendency. There were also women with the title of superintendent who were deleted from the list because they did not head school systems responsible to a school board. The final survey sample consisted of 244 women superintendents.

Identification of Racial/Ethnic Minority Superintendents

It was more difficult to identify and obtain a list of racial/ethnic minority superintendents. Formal networks have not been formed, except for one association of Black educators: the National Alliance of Black School Educators (NABSE). The NABSE membership consists of educators in higher education and school administrators, including school superintendents. All NABSE members who were superintendents were sent the survey questionnaire. Other racial/ethnic superintendents known to AASA were also surveyed.

Previous AASA studies have shown that there were hardly any Hispanic superintendents in most of the 50 states except for the states of California, Arizona, Texas, and New Mexico. In order to contact as many Hispanic superintendents as possible, the AASA list of superintendents was examined and those with Hispanic last names in the above mentioned states were surveyed. Some of these returned their questionnaires indicating their non-racial/ethnic minority status and were taken out of the racial/ethnic minority list. Likewise, retirements and personnel changes were noted and changes made in the racial/ethnic minority survey sample. The final total for all racial/ethnic minority superintendents surveyed was 199.

Survey Sample

The survey sample for women thus included all the women superintendents who have been identified. The survey sample for racial/ethnic minority superintendents were the superintendents from the NABSE list and the AASA list of possible Hispanic and Asian American superintendents, reduced by the number of returned questionnaires due to retirements, superintendents who left the district, and those who identified themselves as not belonging to any of the non-White racial/ethnic minority group classifications in this study.

The methods used to identify the women and racial/ethnic minority superintendents, although not foolproof, were believed to have obtained a survey sample that is as close as possible to the population universe. The following are the survey samples and the survey respondents:

	Women	Racial/Ethnic Minority
Survey sample:	244	199
Survey respondents	133 (54.5%)	138 (69.3%)

THE SURVEY RESPONDENTS

Women Superintendents

Of the 244 women superintendents who were identified and reached, 133 responded to the survey. The majority of the women superintendents were White and less than a fifth were of other ethnic backgrounds.

Racial/Ethnic Distribution of Women Superintendents Who Responded to the Survey

Race/Ethnicity	Number	Percent
Caucasian	112	84.2
Black	13	9.8
Hispanic	6	4.5
Asian	2	1.5
Total:	133	

Racial/Ethnic Minority Superintendents

There were 199 superintendents who were reached and identified as belonging to a racial/ethnic minority group. A total of 138 responded to the questionnaire, a 69.3 percent response rate. Of the 138 respondents, 73 (52.9 percent) were Black, 60 (43.5 percent) were Hispanic, and 5 (3.6 percent) were Asian. These respondents include the women superintendents who were Black, Asian, or Hispanic.

Distribution of Minority Superintendents Who Responded to the Survey

	Number	Percent
Black	73	52.9
Hispanic	60	43.5
Asian	5	3.6
Total Respondents:	138	

SCHOOL DISTRICTS HEADED BY WOMEN SUPERINTENDENTS

General Characteristics of Districts

The survey results show the following general characteristics of school districts headed by women superintendents:

Average number of schools in district: 14.6
Average number of students: 8,112
Average per pupil expenditure: $2,572
Average annual budget: $22,536,600

The results indicated that the 1982-83 women superintendents head districts generally larger than the districts they headed two years ago. In its survey of 48 women superintendents in 1980, AASA obtained the following results:

Average number of schools in district: 5
Average number of students: 2,318
Average annual budget: $5,813,000.

It is heartening to note the increase in the average size of districts headed by

women superintendents. This increase seems to be for the most part due to the appointment of women as superintendents of large school systems, notably: Chicago (605 schools), Hawaii (which has 230 schools in its statewide system); Middlesex County Schools in New Brunswick, New Jersey (187 schools); and Washington, D.C. (186 schools). Among those who responded to the 1980 AASA survey, the women superintendent with the largest school district headed the Yonkers Public Schools in New York, with 34 schools.

Grade Organization of Districts

The results of the 1980 and this survey are similar with respect to the district's grade organization. In 1982-83, a little more than two-thirds (67.4 percent) of the women superintendents headed unified school districts (grades K-12 or 1-12), while more than a fourth (28.8 percent) headed elementary school districts. Only 3.8 percent administered secondary school districts.

In 1980, two-thirds of the women superintendents surveyed also headed unified school districts, 31 percent headed elementary school districts, and only 2 percent headed secondary school districts.

Compared to the organization of the nation's school districts in general, there were proportionally fewer women heading unified school districts than men. Another survey by AASA in 1982 indicated that 80.3 percent of the nation's school districts are unified.

Communities Where Districts Were Located

While only 30 percent of the nation's schools are in urban and suburban communities, 39.8 percent of the districts headed by women are in these areas. This is probably because of the large number (or 31.6 percent) of the women superintendents in suburban communities. Less than one of ten (8.3 percent) were in urban cities. About 60 percent of women superintendents surveyed were in small towns and rural areas, compared to 70 percent for all superintendents.

District Problems

In the survey, the respondents were asked about three problems in the district which they were working on. The problems cited by the women superintendents were classified into the following areas: personnel management, curriculum and instruction, facilities management, sociocultural issues and student services, school finance, school board/superintendent relations, staff development/training, school management, and regulatory/liaison services.

School finance, curriculum and instruction, and sociocultural issues were the foremost problems women reported to have in their districts. In the area of sociocultural issues, a specific problem cited most often was declining enrollment.

The above three major problem areas were followed by school and student services, facilities management, and personnel management. Inadequate physical facilities were a specific problem most frequently cited under facilities management.

In the 1982 AASA study of the school superintendency, fiscal problems and issues were also reported as problems of crisis proportions. However, sociocultural issues were not reported in that study as prominent in the concerns of the nation's superintendents.

Super Ideas Being Worked On

Close to half of the women respondents reported to be planning or working on super ideas involving curriculum and instruction, particularly instructional programs and innovations. Computer-assisted instruction and computer literacy programs had the most mentions. Gifted and talented, bilingual, and mathematics and reading programs were also frequently reported.

Few women superintendents (16 percent or less), reported super ideas being planned or worked on in other areas.

Special Skills

The women superintendents' special skills did not cluster in any specific area. Those areas where at least 20 to 23 of the 133 women reported expertise were in personnel management, school management, curriculum and instruction, and socio-cultural issues.

Several major areas were lacking in expertise by a large majority of women superintendents: facilities management, finance, and staff training and development. Less than 10 percent of the women superintendents claimed special skills in these areas.

SCHOOL DISTRICTS HEADED BY RACIAL-ETHNIC MINORITY SUPERINTENDENTS

General Characteristics of Districts

Districts headed by minority superintendents had on the average almost twice the number of schools, more than twice the number of students, and about twice the annual budget of districts headed by women superintendents.

Notwithstanding their larger size, however, average per pupil expenditure in districts headed by minority superintendents was slightly lower ($2,415 per year), than average per pupil expenditure in districts headed by women ($2,572 per year).

General Characteristics of School Districts Headed by Racial/Ethnic Minority Superintendents

Average number of schools in district:	25.72
Average number of students:	16,630
Average per pupil expenditure:	$2,415
Average annual budget:	$43,719,339

Grade Organization of Districts

A larger percentage (73.7 percent) of minority superintendents headed unified school districts than women superintendents. However, this percentage is still less than the percentage of unified school districts (versus elementary and/or secondary only) in the country (80.3 percent).

Communities Where Districts Are Located

There were more minorities heading districts in urban communities than women. Twenty-nine percent of the minority superintendents headed school districts in urban areas (compared to 8.2 percent for women superintendent). However, whereas almost a third (31.6 percent) of the women superintendents surveyed headed school districts in suburban communities, only 19.6 percent of the minority superintendents did so.

While 30 percent of the nation's school districts are in urban and suburban communities, 60 percent of the minority superintendents headed urban and suburban communities.

Problems

The racial/ethnic minority superintendents most frequently reported school and student services as problems in their school district (51 mentions or 36.9 percent) particularly student achievement, which comprised more than half of the school and student services problems identified. Second only to the area of student services as problems is curriculum and instruction, followed by sociocultural issues and school finance.

Super Ideas Being Planned or Worked On

Respondents reported that super ideas were being planned or implemented (83 mentions or 60.1 percent) in curriculum and instruction specifically computer-assisted instruction or computer literacy programs, then gifted/talented, bilingual, and reading/mathematics programs. A far second among super ideas, though a related area was student services, reported by approximately 26 or 18.8 percent of the racial/ethnic minority superintendents who responded to the survey.

Special Skills

The special skills of the respondents varied considerably. On top of the list were curriculum and instruction and personnel management (each area reported by 17 or 12.3 percent of the respondents). Only a handful reported skills in such major areas as school and student services, facilities management, staff training and development, and finance.

CONCLUSIONS

Several trends were noted on the basis of survey results:

On Women Superintendents and Their Districts

1. School districts headed by women superintendents tended to be larger in 1982-83 than it was two years ago, largely because some of the country's largest school systems are now headed by women.

2. Women superintendents in 1982-83 headed proportionately fewer unified school districts relative to the percentage of unified school districts in the nation.

3. Although in general, 70 percent of the superintendents were in rural areas, only 60 percent of the women superintendents headed rural districts. Women tend to head small districts in suburban areas.

4. Finance is a major problem in districts headed by women and minorities, just as it is for the majority of school districts in the country. Sociocultural issues were a major problem for women, while it was not as much a concern for a greater majority of school districts.

5. The plurality of districts headed by women superintendents were working on curriculum and instructional programs, especially computer literacy and computer-assisted instruction, gifted and talented, bilingual, and reading and mathematics programs.

6. The women superintendents had skills in diverse areas, but more so in personnel management, school management, curriculum and instruction and sociocultural issues. However, very few (less than 10 percent) had skills in facilities management, staff training and development, and finance: an area where the majority encountered problems.

On Racial/Ethnic Minority Superintendents and Their Districts

1. School districts headed by racial ethnic minorities were considerably larger than those headed by women.

2. Compared to districts headed by women, a large proportion of racial/ethnic minority superintendents headed unified school districts.

3. As suspected earlier, racial/ethnic minority superintendents tended to be in urban and suburban school districts. More than half of the minority superintendents headed these types of districts whereas less than a third of the nation's school districts were in urban and suburban areas.

4. School and students services were the major problem areas in the districts headed by racial/ethnic minority superintendents. In particular, student achievement was most frequently mentioned. Curriculum and instruction, sociocultural issues, and school finance were also problems for many districts.

5. Super ideas being implemented in districts headed by racial/ethnic minority superintendents were mostly in the area of curriculum and instruction, specifically computer-assisted instruction or computer literacy programs, gifted and talented, bilingual, and reading and mathematics programs. These are the same areas which women superintendents were working on in their districts.

6. The special skills of the minority superintendents varied considerably and were not dominant in any one area. Only five percent or less reported special skills in such major areas as school and student services, facilities management, finance, and staff training and development.

QUESTIONNAIRE

Profile of School Districts Headed By Women and Minority Superintendents

Name of Superintendent: _____

Sex: _____ Ethnicity: _____

School District: _____

Address: _____

_____

Telephone: _____
(Area Code)- Number

How many schools are in your school district? _____

How many pupils does your school district enroll? _____

What is the current per pupil expenditure at your school district?

$_____

What is your district's annual budget? $_____

What is the grade span at your school district?

_____ Unified _____ Elementary _____ Secondary

How would you describe the school district or community in which you are now employed?

_____ Urban
_____ Suburban
_____ Small Town
_____ Rural
_____ County district/ regional unit

What is the population of the community your school district serves?

_____ 50,000 or more
_____ 25,000 to 49,999
_____ 10,000 to 24,999
_____ less than 10,000

Please identify:(use back page if necessary)

Two to three super ideas being planned/implemented in the district:

Two to three problems being addressed:

Special skills that could be shared:

THANK YOU!

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A State By State Look at Women and Minorities in School Administration

INTRODUCTION

A recent survey by the American Association of School Administrators, under the auspices of Project AWARE, underscored the slow progress of women toward parity in school administration. Minority groups were also shown to be vastly underrepresented. Project AWARE (Assisting Women to Advance Through Resources and Encouragement) conducted a survey in the fall of 1981 on the sex and race/ ethnicity of school administrators. A questionnaire was sent to each chief state school officer, commonly known as the state superintendent of schools. Completed questionnaires were received either from this person, or through a designee, usually the official responsible for statistical information in the state.

In the questionnaire, information was requested on the number of superintendents, deputy/associate/assistant superintendents, principals, and all personnel classified as administrators in the respective states. The ethnicity and sex of the various officials were also requested.

Although a one-hundred percent return was received, not all the states provided the ethnicity and sex data requested. In fact the type and extent of information that was reported varied from state to state.

The results show a 25 percent female representation in school administration. Superintendents are represented by 1.8 percent women, deputy/associate/assistant superintendents by 9 percent women, and principals comprise 16 percent women nationwide. The present report specifically examines the representation of women and minorities on a state by state basis.

FEMALE REPRESENTATION, STATE BY STATE

Dramatic contrasts were found among the states in the representation of women in administration and in the positions of superintendent, deputy/associate/assistant superintendent, and principal (See Table 1).

In general, the majority of the states in the Northeast have a higher percentage of women superintendents (3 percent or more), than the national average of 1.8 percent. Women administrators on the other hand, fall below the national level of 25 percent in all the Northeast states that reported data, except Vermont. The representation of deputy/associate/assistant superintendents and principals vary widely, and do not show a pattern for the region.

In the Northeast, Vermont leads the states with the highest percentage of women administrators at 46 percent. It is also the highest in the nation. However, Rhode Island tops the northeast states in hiring women superintendents at 8 percent, while New Hampshire reported no women superintendents at all. Rhode Island also has the highest percentage of women deputy/associate/assistant superintendents. Among principals, Vermont and Maine each has 23 percent women, while Pennsylvania has the lowest at 8 percent.

Among the North Central states, North Dakota leads in the appointment of women administrators (41 percent) and superintendents (11 percent), although it has no women deputy/associate/assistant superintendents. With the exception of North Dakota, the representation of women among administrators overall, and superintendents in all the North Central states that reported data is lower than the national average. The same is true among deputy/associate/assistant superintendents, with the exception of South Dakota and Nebraska. Kansas reported no women superintendents.

In the south, it is interesting to note that ten of the 14 states reporting data have larger percentages of women administrators than the national average. Louisiana tops the list with 45 percent, Florida with 44 percent, and Washington, D.C., with 40 percent women administrators. Yet five states reported no women superintendents (Delaware, Maryland, West Virginia, Florida, and Oklahoma). Washington, D.C., has only one superintendent position, occupied by a woman. The District also probably has the best record in the appointment of women in school administration (36 percent for associate/deputy/ assistant superintendent and 55 percent for principal). Georgia's women superintendents make up five percent of the total, higher than the national average, and Tennessee has three percent women superintendents.

In the West, Hawaii leads in the appointment of women administrators (29 percent). Recently, a woman was appointed to the only superintendent position in the state. Twenty-two percent of the state's deputy/associate/assistant superintendents and 19 percent of the principals are women.

Arizona and New Mexico follow Hawaii in the hiring of women administrators, while Utah and Nevada reported no women superintendents at all. In general, the western states differ markedly from each other in the representation of women administrators.

Nationally, Vermont, Washington, D.C., and Hawaii may be considered leaders in appointing women school administrators. The female representation of administrators in these states, including superintendents, deputy/associate/ assistant superintendents, and principals, is consistently higher than the national average. However, it is difficult to explain why these three jurisdictions lead other states in the appointment of women administrators. There appears to be no common factor. Vermont is predominantly white (99 percent), and Washington, D.C., is predominantly Black and other minorities (73 percent). Hawaii is predominantly Asian and other minorities (67 percent). Not only are they in different parts of the country but they are also administered differently.

Besides Vermont, Washington, D.C., and Hawaii, North Dakota has also a higher representation of women administrators (41 percent), and superintendents (11 percent) in comparison with national averages. Other states, with a higher than average female representation among school administrators, have a lower than average female representation among superintendents. Louisiana has almost achieved parity for women in school administration (45 percent), second only to Vermont, yet has only a one percent female representation in the superintendent category. Florida, third in the nation in appointing women administrators, has less than one percent women superintendents.

Table 2 presents state by state rankings in the female representation of school administrators overall, superintendents, deputy/associate/ assistant superintendents, and principals. Table 3 shows how the states rank by female participation in school administration in three different surveys over a five-year period. The 1977 survey was conducted by the National Center for Education Statistics (NCES), and the 1979 results were reported by the Project on Equal Education Rights (PEER). Although the samples in Table 3 are not exactly equivalent (NCES and PEER included superintendents, assistant superintendents, principals, and assistant principals only), certain trends are evident. Washington, D.C., for example, consistently ranked among the first five jurisdictions in appointing women. Florida and Hawaii ranked among the top ten states in all surveys. A more recent report by PEER (1982) ranked Washington, D.C., Maryland, Florida, Virginia, California, Hawaii, and Vermont as the first seven states with the highest percentage of women principals and assistant principals. The same report ranked the following states last: Utah, Iowa, North Dakota, Minnesota, and Pennsylvania.

Table 1

Percentages of Women Administrators,
Superintendents, Deputy/Associate/Assistant Superintendents, & Principals

	Administrators	Superintendents	Dep./Asso./Asst. Supts.	Principals
Northeast:				
New York	-	3	-	14
New Jersey	20	3	7	14
Pennsylvania	12	1	8	8
Maine	14	1	6	23
New Hampshire	17	0	6	14
Vermont	46	3	11	23
Massachusetts	-	4	-	-
Rhode Island	18	8	17	15
Connecticut	17	4	9	12
North Central:				
Ohio	18	1	5	14
Indiana	-	1	5	9
Illinois	14	1	8	14
Michigan	13	1	5	15
Minnesota	15	1	5	16
Iowa	14	1	0	7
Missouri	13	1	5	15
North Dakota	41	11	0	13
South Dakota	13	1	12	18
Nebraska	18	1	12	21
Kansas	-	0	-	-
South:				
Delaware	27	0	9	15
Maryland	29	0	18	31
Washington, D.C.	40	100*	36	55
Virginia	27	1	8	21
West Virginia	27	0	-	24
North Carolina	25	1	13	12
South Carolina	33	2	9	20
Georgia	-	5	8	18
Florida	44	1	-	23
Kentucky	15	2	7	11
Tennessee	23	3	24	16
Alabama	-	2	11	-
Mississippi	29	2	6	-
Arkansas	24	1	9	18
Louisiana	45	1	7	20
Oklahoma	-	0	6	13
Texas	21	1	10	20

West:				
California	-	4	-	-
Alaska	-	2	0	-
Hawaii	29	100*	22	19
Montana	-	1	-	-
Idaho	10	2	8	12
Wyoming	-	2	-	7
Colorado	21	2	4	12
New Mexico	26	3	11	14
Arizona	26	5	9	16
Utah	7	0	4	6
Nevada	14	0	5	10
Washington	20	2	4	13
Oregon	19	3	-	13

*There is only one superintendent in this jurisdiction.

Table 2
How the States Rank on Female Participation Among Administrators, Superintendents, Deputy/Associate/Assistant Superintendent, and Principals

Administrators			Superintendents			Dep./Assoc./Asst. Superintendents			Principals		
Rank	State	%	Rank	State	%	Rank	State	%	Rank	State	%
1	VT	46	1	DC	100*	1	DC	36	1	DC	55
2	LA	45	1	HI	100*	2	TN	24	2	MD	31
3	FL	44	3	ND	11	3	HI	22	3	WV	24
4	ND	41	4	RI	8	4	MD	18	4	FL	23
5	DC	40	5	AZ	5	5	RI	17	5	VT	23
6	SC	33	5	GA	5	6	NC	13	5	ME	23
7	HI	29	7	CA	4	7	NE	12	7	NE	21
7	MD	29	7	CT	4	7	SD	12	7	VA	21
7	MS	29	7	MA	4	9	AL	11	9	LA	20
10	DE	27	10	NJ	3	9	NM	11	9	SC	20
10	VA	27	10	NM	3	9	VT	11	9	TX	20
10	WV	27	10	NY	3	12	TX	10	12	HI	19
13	AZ	26	10	OR	3	13	AZ	9	13	AR	18
13	NM	26	10	TN	3	13	AR	9	13	GA	18
15	NC	25	10	VT	3	13	CT	9	13	SD	18
16	AR	24	16	AL	2	13	DE	9	16	AZ	16
17	TN	23	16	AK	2	13	SC	9	16	MN	16
17	WI	23	16	CO	2	18	GA	8	16	TN	16
19	CO	21	16	ID	2	18	ID	8	19	DE	15
19	TX	21	16	KY	2	18	IL	8	19	MI	15
21	NJ	20	16	MS	2	18	PA	8	19	MO	15
21	WA	20	16	SC	2	18	VA	8	19	RI	15
23	OR	19	16	WA	2	23	KY	7	23	IL	14
24	NE	18	16	WY	2	23	LA	7	23	NH	14
24	OH	18	16	IL	2	23	NJ	7	23	NJ	14
24	RI	18	16	LA	2	26	ME	6	23	NM	14
27	CT	17	16	ME	2	26	MS	6	23	NY	14
27	NH	17	28	MI	1	26	NH	6	23	OH	14
29	KY	15	28	MN	1	26	OK	6	28	ND	13
29	MN	15	28	MO	1	30	IN	5	28	OK	13
31	IL	14	28	MT	1	30	MI	5	28	OR	13
31	IA	14	28	NE	1	30	MN	5	28	WA	13
31	ME	14	28	NC	1	30	MO	5	33	CO	12
31	NV	14	28	PA	1	30	NV	5	33	CT	12
35	MI	13	28	TX	1	30	OH	5	33	ID	12
35	MO	13	28	VA	1	36	CO	4	33	NC	12
35	SD	13	28	WI	1	36	UT	4	37	KY	11
38	PA	12	38	AR	1	36	WA	4	38	NV	10
39	ID	10	38	IN	1	39	WI	3	38	WI	10
40	UT	7	38	IA	1	40	AK	0	40	IN	9
			38	OH	1	40	IA	0	41	PA	8
Insufficient or no data:			38	SD	1	40	ND	0	42	IA	7
Alabama			38	FL	1	Insufficient or no data:			42	WY	7
Alaska			44	DE	0	California			44	UT	6
California			44	KS	0	Florida			Insufficient or no data:		
Georgia			44	MD	0	Kansas			Alabama		
Indiana			44	NV	0	Massachusetts			Alaska		
			44	NH	0						

Kansas	44	OK	0	Montana	California
Massachusetts	44	UT	0	New York	Kansas
Montana	44	WV	0	Oregon	Massachusetts
New York				West Virginia	Mississippi
Oklahoma				Wyoming	Montana
Wyoming					

*There is only one superintendent in this jurisdiction.

Table 3
How the States Rank on Female Participation in
School Administration, in Three Reports From 1977-1982

NCES 1977			PEER 1979			AASA/AWARE 1981-82		
Rank	State	%	Rank	State	%	Rank	State	%
1	DC	56	1	DC	51	1	VT	46
2	AZ	33	2	MD	30	2	LA	45
3	SD	32	3	FL	23	3	FL	44
4	AK	30	3	HI	23	4	ND	41
5	FL	27	5	VA	21	5	DC	40
5	ID	27	6	WV	19	6	SC	33
7	HI	26	7	CA	16	7	HI	29
7	NY	26	7	VT	16	7	MD	29
9	RI	25	9	CT	16	7	MS	29
10	WV	22	9	NC	15	10	DE	27
10	IL	22	11	NY	14	10	VA	27
12	VT	20	11	LA	14	10	WV	27
12	NM	20	11	AR	14	13	AZ	26
12	NE	20	14	DE	13	13	NM	26
15	TX	19	14	MS	13	15	NC	25
15	KY	19	14	RI	13	16	AR	24
15	MO	19	14	SC	13	17	TN	23
18	WA	18	14	NJ	13	17	WI	23
18	CA	18	19	TX	12	19	CO	21
18	WY	18	19	ME	12	19	TX	21
18	NJ	18	21	NE	11	21	NJ	20
18	SC	18	21	CO	11	21	WA	20
23	DE	17	21	OH	11	23	OR	19
23	LA	17	21	NM	11	24	NE	18
25	OK	16	25	MO	10	24	OH	18
26	NC	15	25	AZ	10	24	RI	18
27	MS	14	27	AK	9	27	CT	17
27	AR	14	28	OR	8	27	NH	17
27	OR	14	28	KY	8	29	KY	15
30	PA	13	28	IL	8	29	MN	15
31	ME	12	28	WI	8	31	IL	14
32	OH	11	28	NH	8	31	IA	14
32	CO	11	28	SD	8	31	ME	14
32	UT	11	28	PA	8	31	NV	14
32	WI	11	35	OK	7	35	MI	13
36	MN	9	35	ID	7	35	MO	13
36	IA	9	35	IN	7	35	SD	13
38	NH	8	38	WA	6	38	PA	12
38	MT	8	38	WY	6	39	ID	10
40	ND	7	40	MN	5	40	UT	7
41	IN	6	40	MT	5			
			40	IA	5			
			43	ND	4			
			44	UT	3			

No data, NCES:
Alabama
Connecticut
Georgia
Kansas
Maryland
Massachusetts
Michigan
Nevada
Tennessee
Virginia

No data, PEER:
Alabama
Georgia
Kansas
Massachusetts
Michigan
Nevada
Tennessee

No data, AASA:
Alabama
Alaska
California
Georgia
Indiana
Kansas
Massachusetts
Montana
New York
Oklahoma
Wyoming

MINORITY REPRESENTATION, STATE BY STATE

The National Center for Education Statistics (NCES) reported that in the fall of 1978, the minority student enrollment in public elementary and secondary schools was 25 percent. Minority teachers, however, consisted of only 8.5 percent of the total (National Education Association Research, 1982). Minority administrators in the nation made up 13 percent of the total; superintendents, 2 percent; deputy associate/ assistant superintendents, 11 percent; and principals, 12 percent.

In Table 4, the minority populations of the states are reported along with their minority representation in administrative positions. There are states with large minority populations and should definitely have a higher minority representation than states with fewer minorities.

In comparing minority representation with minority population there are two points to remember. First, the Bureau of the Census, from where the minority population percentages were obtained, did not include Hispanics in the various categories for race. The minority population reported here refers only to those persons who belong to the Black, Asian/Pacific Islander, or native American (American Indian and Alaskan) races. The minority administrator percentages that are reported reflect percentages of non-White minority administrators overall, superintendents, deputy/associate/assistant superintendents, and principals. If there is a significant difference in the non-White minority percentage when Hispanics are included in the count, the percentage including Hispanics is shown in parenthesis.

The other point is that a large number of states do not collect data for minorities. In the AASA-AWARE survey, only 26 states reported (with complete data or based on a sample) minority populations for administrators overall, 29 for superintendents, 24 for deputy/associate/ assistant superintendents, and 29 for principals. Thus regional trends are more difficult to ascertain.

In the Northeast, the representation of minorities in the states that provided information is generally proportionate to the minority population in the respective states. With the exception of New York, the states of Connecticut, New Jersey, and Pennsylvania have the largest minority populations (10 percent, 17 percent, and 10 percent, respectively). They have also the largest percentages of minority administrators (5 percent, 9 percent, and 6 percent of minority administrators overall, respectively).

New York has data for principals only. Eight percent of its principals (9 percent if Hispanics are included) are minorities. On the other hand, 21 percent of its population are minorities. Maine, with a minority population of one percent, similarly has a one percent representation in school administration. Other Northeastern states have not progressed much in appointing minorities to school administrative positions.

The North Central states with large concentrations of minority groups are Illinois (19 percent), Michigan (15 percent), Missouri (12 percent), and Ohio (11 percent). Michigan leads the North Central states in the appointment of minority administrators (10 percent). Minnesota, with a three percent minority population, also has a three percent representation among school administrators overall and among principals. Indiana's eight percent minority administrators closely approximates its nine percent minority population. Iowa, with a three percent minority population, has a 10 percent minority representation of deputy/associate/assistant superintendents. Its minority administrators make up two percent of the total; its minority principals, one percent; and its minority superintendents, less than one percent. The minority representation of administrators in the rest of the North Central states that

reported data is below their minority population percentages.

In the South, Washington, D.C., surpasses its minority population of 73 percent in the proportions of minority administrators appointed (92 percent), and also among superintendents (its only superintendent is a Black woman), deputy/associate/assistant superintendent (76 percent), and principals (96 percent). In Louisiana, minority administrators overall (29 percent), assistant superintendents (28 percent), and principals (28 percent) are within three percentage points of its minority population. However, the state does not have any minority superintendents. This pattern is repeated in Florida, with a 16 percent minority population. It has a 17 percent minority representation among administrators and 16 percent (17 percent if Hispanics are included) minority representation among principals, but not one district is headed by a minority superintendent. Maryland and North Carolina's figures follow a similar trend. The representation of minority administrators and principals closely approximates their minority population; however, the minority representation of their superintendents is much lower. Alabama, with a 26 percent minority population, has a 4 percent representation of superintendents and deputies.

In the West, Hawaii, like Washington, D.C., has minority administrators, associate/deputy/assistant superintendents, and principals that exceed its minority population percentage. Its only superintendent is a woman minority. Alaska, on the other hand, with a 23 percent minority population, has only four (less than one percent) minority superintendents and deputies. The minority representation of administrators in Colorado, New Mexico, Arizona, and Nevada is difficult to evaluate with respect to their minority populations because of the Hispanic variable. No general pattern can be discerned in the minority representation of administrators in the Western states.

Table 4

Percentages of Minority Populations, Administrators, Superintendents, Deputy/Associate/Assistant Superintendents, and Principals

	Population	Administrators	Superintendents	Dep./Assoc./Asst. Superintendents	Principals
Northeast:					
New York	21	-	-	-	8(9)
Maine	1	1	0	0	1
New Hampshire	1	0	-	-	-
Vermont	1	0	-	-	-
Massachusetts	7	-	-	-	-
Rhode Island	5	2	0	0	1
Connecticut	10	5	1	6	5
New Jersey	17	9	2	6	9
Pennsylvania	10	6	1	3	7
North Central:					
Ohio	11	8	1	4	8
Indiana	9	8	-	-	-
Illinois	19	5	1	7	8
Michigan	15	10	2	8	8
Wisconsin	6	-	1	3	3
Minnesota	3	3	-	-	3
Iowa	3	2	1	10	1
Missouri	12	-	-	-	-
North Dakota	4	1	2	0	2
South Dakota	7	-	-	-	-
Nebraska	5	2	1	2	2
Kansas	8	-	-	-	-
South:					
Delaware	18	15	1	5	14
Maryland	25	22	4	-	20
Washington, D.C.	73	92	100*	76	96
Virginia	21	-	-	-	-
West Virginia	4	3	-	-	2
North Carolina	24	21	1	16	20
South Carolina	31	-	-	-	-
Georgia	28	-	-	-	-
Florida	16	17	0	-	16(17)
Kentucky	8	-	-	-	3
Tennessee	17	-	-	-	-
Alabama	26	-	4	4	-
Mississippi	36	-	-	-	-
Arkansas	17	-	-	-	-
Louisiana	31	29	0	28	28

Oklahoma	14	–	3	5	7
Texas	21	9(20)	1	7(17)	12(22)
West:					
California	24	-	-	-	-
Alaska	23	-	4	4	-
Hawaii	67	88	100*	94	89
Montana	6	-	-	-	-
Idaho	5	-	-	-	-
Wyoming	5	-	0	-	-
Colorado	11	3(9)	1(5)	1(6)	4(9)
New Mexico	25	4(32)	6(23)	1(36)	5(48)
Arizona	18	5(15)	2(10)	3(9)	6(14)
Utah	5	1(2)	0	0	1(2)
Nevada	13	7(10)	6	17(21)	7(9)
Washington	9	6	1	3	3
Oregon	5	4	1	-	2

*There is only one superintendent in this jurisdiction.

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Black School Administrators: A Review of Their Early History, Trends in Recruitment, Problems and Needs

INTRODUCTION

"O, let my land be a land where Liberty
Is Crowned with no false patriotic Wreath
but opportunity is real, and Life is free,
Equality is in the air We breathe

(There's never been equality for me, Nor
freedom in this homeland of the Free.)"
Langston Hughes

A Black American born in 1902, Langston Hughes focused on the themes of common man and the Negro American in his poetry, writing on their pleasures, sorrows, and dreams. He depicted the plight of the early 20th century Negroes who felt bitterness and frustration and suffered the brunt of unemployment and poverty.

Today, decades later, the same lament exists. Black Americans suffer most from unemployment and lack of opportunity in most aspects of American life. Has this lack of opportunity also affected Blacks in school administration? Only an examination of their history can answer that question.

SOME NOTES ON BLACK EDUCATIONAL ADMINISTRATORS IN THE EARLY HISTORY OF THE UNITED STATES

There is very little that can be found in the recorded history of Blacks in school administration before the second half of this century. Of course, Blacks were deprived of educational opportunities during the early part of the nation's history. Their schooling consisted of learning how to read and write during the evening hours, after a day's toil. Before the Civil War few Negroes were free to go to school. Those who did went to Oberlin, Harvard, the University of Pennsylvania, and other institutions of higher education (Bond, 1972).

After the Civil War, Blacks in the South operated Clandestine schools, that consisted of one or two room school houses with one teacher. The White men refused to permit persons of African descent to attend their schools.

Historically, the first Black school administrators who could be considered the equivalent of school administrators today were in Quaker-sponsored institutions. Black principals managed the Quaker-sponsored Institute for Colored Youth in Philadelphia from 1802 to 1903. Black administrators and faculty also wielded influence in determining the educational objectives and practices of Quaker-sponsored Black institutions during the late 19th and early 20th centuries.

The next wave of Black school administrators were the Jeanes supervisors. At the turn of the 20th century, Quaker Anna T. Jeanes began a movement directed toward maintaining and assisting rural, community, and county schools for southern Negroes with a one million dollar endowment. The Jeanes supervisors, 80 percent of whom were Black women, concentrated their early work on bringing the school and community together and raising the general standard of living. They trained teachers, assisting with curriculum development, demonstrating new teaching methods and conducting inservice education designed to disseminate recent findings on child growth and development. Later they focused on efficient school management and rapid dissemination of current information. Increasingly, they became recognized as professional leaders with professional degrees, and as members and active participants in learned societies and

national professional organizations. They used their experience to develop and disseminate supervisory strategies for Black schools and often coordinated their work with the educational leaders in colleges and universities (Haven, Adkinson, and Bagley, 1980).

One of the early Black school administrators mentioned in history was Fanny Jackson Coppin, who served as principal of the Institute for Colored Youth in Philadelphia from 1865 to 1902, and who saved that institution from near failure.

Virginia Randolph, another Black woman, was a teacher in a one room school when she was appointed a Jeanes supervisor of the schools in Henrico County, Virginia, 1908. In fact the Jeanes movement started with her appointment.

Black principals heading Black schools comprised another group of Black school administrators. The principalship began with a head teacher's position in schools with two or more teachers. With rising student populations and the growth of building sizes, grade levels were developed and a teacher assigned to each grade. Principals became managers who met the planning, scheduling, coordinating, and supervisory needs of the schools. With the advent of more principals, however, the school system became bureaucratized, contributing to the demise of the Jeanes program.

TRENDS IN RECRUITMENT, SELECTION, AND RETENTION

No national surveys on the representation of Black school administrators were conducted before the 1960s. There has also been no record of Blacks in school administrative positions higher than principal or supervisor, i.e. superintendent, during the first half of this decade. However, there were Blacks noted for their contributions to the field of education, and who had influence on Negro education (Bond, 1972).

John Hope, who began his career as an instructor in classics in 1887 at what was then the Atlanta Baptist Institute, became its first Negro president after it was renamed Morehouse College. Hope, a strong proponent of liberal arts education, was instrumental in uniting three colleges into what became the highly successful Atlanta University system.

Carter G. Woodson, a historian who has been called the father of Negro history, was also influential in the field of education. He had a long career in teaching and writing and received a Ph.D. from Harvard in 1912. One of his books, The Negro in Our History, published in 1922, was the first textbook of its kind and proved valuable later as U.S. schools began to develop Black studies programs.

Daniel A. Payne, a religious leader and educator, exerted a powerful influence over Black affairs both before and after the Civil War. He became the country's first Negro college president when he assumed the leadership of Wilberforce University in Ohio. As president for 13 years, he guided the education of hundreds of future Black leaders.

Another Black who wielded great influence on Negro education in the years following reconstruction was Booker T. Washington. Born a slave in Virginia in 1865, he taught himself to read by using a spelling book. He founded the Tuskegee Institute in Tuskegee, Alabama, in 1881.

There were also outstanding Black women. Among them was Mary McLeod Bethune, who founded the Daytona Educational and Industrial Training School in 1904, which later became the Bethune-Cookman College. Bethune also founded the National Council of Negro Women.

Lucy C. Lanley, an outstanding educator, founded the Haines Normal and Industrial Institute in Augusta, Georgia. The institution began as a secondary school with a large elementary enrollment, and in 1930 became a junior college.

Fanny Jackson Coppin, mentioned earlier as principal of the Philadelphia Institute for Colored Youth, was also an outstanding educator, lecturer, and writer. She was the first Black woman to graduate from Oberlin College in 1865.

During the late 19th and early 20th century, there were many more noted Black women educators: Mattie Booth, Cornelia Bowen, Charlotte Hawkins Brown, and many others (Collier, 1982).

Blacks in School Administration

The Equal Employment Opportunity Commission (EEOC) was the first agency to start collecting information on a national scale on the racial/ethnic background of school administrators. Its first survey was conducted in 1974, where it obtained data from almost 7,000 school districts around the country. Table 1 presents the results of four EEOC surveys on the racial/ethnic distribution of supervisory and administrative staff in sample districts from 1974 to 1979. The 1981-82 data were based on a recent survey by the American Association of School Administrators' Project AWARE (see Jones and Montenegro, 1982).

The EEOC surveys showed that in 1974, Blacks in school administrative and supervisory positions comprised 5.5 percent of the total. In 1978, the group's representation rose to 6.4 percent, and in 1979 it was 6.3 percent. In the 1981-82 AASA survey, Black representation was significantly higher at 8.7 percent. (See Table 1).

Surveys of the racial background of principals, like those of supervisory and administrative staff, were also first conducted by EEOC in 1974. Data in Table 2 show the results of the EEOC surveys of 1974, 1975, 1978, and 1979; and that of the AASA survey in 1981-82. They indicate that there has been a slight but steady increase in the percentage of Black principals in the years between 1974 to 1979 (7.7 percent in 1974, 8.0 percent in 1975, 8.3 percent in 1978, and 8.7 percent in 1979). However, Black representation in the principalship declined in the 1981-82 AASA survey to the level of 1974, at 7.7 percent. This latter result is alarming, considering that Black representation, currently estimated at 12 percent, is growing.

Table I

Racial/Ethnic Distribution in Supervisory or Administrative Positions (1974-82)

Survey Date	Source	Racial/Ethnic Background					
		White	American Indian	Asian	Black	Hispanic	Sample Size
1981-82	AASA-AWARE (1982)	87.1	0.3	0.8	8.7	3.0	85308[1]
1979	EEOC (1981)	90.6	0.5[2]	0.3	6.3	2.3	44944 (6816 districts & 64, 253 schools)
1978	EEOC (1979)	90.6	0.4[2]	0.3	6.4	2.3	42850 (7984 districts & 64863 schools)
1975	EEOC (1975)	92.2	0.4	0.2	5.5	1.8	43208 (7248 districts & 69439 schools)
1974	EEOC (1974)	92.6	0.4	0.1	5.5	1.3	38990 (6948 districts)

[1]Sample size does not include those classified as "other." Sample is from 24 states and the District of Columbia.

[2]Includes Alaskan natives

Table 2

Racial/Ethnic Representation in the Principalship (1974-82)

Survey Date	Source	Racial/Ethnic Background: White	American Indian	Asian	Black	Hispanic	Sample Size
1981-82	AASA-AWARE (1982)	87.5	0.4	0.6	7.7	3.4	43008 (28 states and D.C.)
1979	EEOC (1981)	89.0	0.4	0.3	8.7	1.7	67262 (6818 districts & 64, 253 schools)
1978	EEOC (1979)	89.2	0.4	0.2	8.3	1.7	66530 (7984 districts & 64863 schools)
1975	EEOC (1975)	90.2	0.3	0.1	8.0	1.3	72285 (7248 districts & 69439 schools)
1974	EEOC (1974)	90.7	0.3	0.1	7.7	1.1	70455 (6948 districts)

The representation of Black administrators before the EEOC surveys could not be ascertained, but researchers have asserted that after the disappearance of the Jeanes supervisors, and when the states consolidated schools to integrate minority and nonminority students, Black principals' numbers declined. This was during the period between the 1950s and the 1970s. Black principals were said to have been displaced, demoted, or given new positions with limited decision-making power in "special" projects in the area or central office.

These assertions were documented in surveys in various states. Abney (1976) in a survey of Black principals in Florida, saw a decline between 1964 and 1975, while the Black population in the state rose. Coursen (1975) also reported reductions among Black principals in the following states:

- Alabama - from 134 minority principals in secondary schools in 1964, to 14 in 1970.
- Delaware - from 50 Black principals in 1964 to 16 in 1970.
- Kentucky - from 350 Black principals in 1954 to 36 in 1970.
- Texas - a decrease of 600 in the number of Black principals was noted from 1964 through 1970.
- Virginia - from 107 Black principals in 1964 to 16 in 1970.

One commonality in the above reductions is that all the states surveyed were in the South. Colquit (1975), on the other hand, obtained different results in his 1975 review of studies in five metropolitan school systems north of the Mason-Dixon line. Just as Southern states lost Black principals in consolidated schools, the large urban school systems in the north showed increases of Black principals with the growing number of Black students in these systems.

In Philadelphia, a 1963 survey showed that the enrollment was 50 percent Black while only 18 of the 245 principals (7.0 percent) were Black. In 1972, there were 61.5 percent Black students enrolled in the schools while 53.7 percent of the principalship were held by Blacks.

In Detroit, the percentage of Black principals increased from five percent in 1965 to 16 percent in 1972. In Newark, New Jersey, there were no Black principals in 1967, and only one was reported in 1968 in this entire school system with a 78 percent nonwhite population. But in 1971 the situation changed. By then 20 Black principals had been appointed in Newark.

Increases in the numbers of Black principals were also noted in the Chicago and New York City schools, but it was noted that their numbers are increasing so slowing that it has little meaning.

Blacks in the Superintendency

The National Alliance of Black School Educators (NABSE) identified four Blacks as forerunners of current Black superintendents (Fields, 1978): Lillard Ashley of Boley, Oklahoma (1956); Lorenzo R. Smith of Hopkins Park, Illinois (1956); E.W. Warrior of Taft, Oklahoma (1958); and Arthur Shropshire of Kinloch, Missouri (1963). However, several Black superintendents, namely R. H. Hudson, D. Council Noble, and Waymon T. Carter were also reported (Scott, 1983) to head the all Black system of Taft, Oklahoma between 1930-1958. Scott further claimed that all Black school systems in southern towns (like Boley, Rentesville, Redbird, Clearview, and Tallahassee in the state of Oklahoma) have traditionally been headed by Black superintendents. Another Black superintendent, Paul Lawrence, also headed the Willowbrook school district in California in 1954-56 (Prince, 1983).

In 1969, when the Rockefeller Foundation first began its leadership training program to increase the number of minority administrators, they identified only 17 Black superintendents nationwide (Foster, 1982). Not one among them was in a city school district despite large concentrations of Blacks in these districts.

In 1970 Charles Moody identified 21 school systems headed by Black superintendents in connection with a study he conducted at Northwestern University for his doctoral dissertation. Scott (1980) reported 44 Black superintendents in 1974.

In a 1981-82 survey of the American Association of School Administrators, 28 states and the District of Columbia provided data on the ethnic/racial background of its superintendents. Of the 7,782 school systems reported in the survey, 55 were headed by Blacks, or 0.7 percent of the total (Jones and Montenegro, 1982). The most recent count of Black school superintendents points to approximately 100 nationwide, out of a total of approximately 15,000 school systems.

As with Black principals, it is interesting to note that Black school superintendents have lately also been appointed to head large urban school systems with large minority populations. It has been argued, however, that the subsequent increases in the representation of Black school superintendents will be more a result of the need for appointing them in large urban school systems (with large minority populations and difficult problems that non-minority superintendents generally do not want), rather than as a result of a sincere effort to recruit more Black superintendents to head school systems around the country (Scott, 1980).

Several trends were noted by researchers in the recruitment and selection of Black administrators:

1. The larger the minority student population of a school system, the larger the number of minority administrators. This is especially true in large cities like Chicago, Atlanta, New York, and Baltimore.

2. The tenures of Black school administrators, especially Black superintendents, tend to be of short duration because they are mostly in urban districts with problems so severe they "can be solved only by miracles." Blacks must be able to solve financial problems, quell personnel and/or student revolt, restore discipline, raise academic achievement, unite the community, and literally be able to "walk on water." These administrators are very busy responding to crises, much more attend to long term problems (Townsel, 1975).

3. Despite the underrepresentation of minorities in school administration, a large percentage of male superintendents still do not actively recruit minorities. A recent survey by faculty and students at Ohio State University found that 45 percent of the male superintendents, mostly White males, do not actively recruit minorities (Cunningham and Hentges, 1982). In fact, the survey results reflect trends moving away from equity concerns. Social and cultural issues, such as race relations, are not in the present agenda of challenges superintendents consider most important, while these issues previously topped the list.

The study further reports that these results may be influenced by the relaxation of federal enforcement to equity areas. The "data might indicate how...the relaxation of federal commitment to rights can rapidly manifest itself in the behaviors of local school officials."

In sum, it seems that Black administrators did not benefit as much from affirmative action as other groups in education. Black academicians were reported

to have better employment opportunities through affirmative action programs (Freeman, 1977). Black male faculty received more job offers and higher salaries, and Black superintendents who left their school districts in the late seventies became professors in universities.

PROBLEMS FACED BY BLACK ADMINISTRATORS

The following problems have been identified by those who have studied the plight of Black school administrators.

1. Lack of opportunities for advancement and previous discouraging experience in the job market, which many times depress aspirations for administrative careers. Declining enrollments and district consolidation have exacerbated the lack of opportunities. This is compounded by the loss of school administrator jobs that are tied to federal funds.

2. Black school administrators find few role models and mentors, important factors in career advancement.

3. Minority administrators encounter negative subordinate response to their effectiveness. Resistance may be subconscious and reveal itself in subtle, destructive ways. Mayhand and Grusky (1972) supported the validity of this problem in an experiment they conducted on the effects of Black supervision on White and Black workers.

4. Barriers peculiar to minorities that seem to arise from confused role expectations. For example, such questions have been asked: "Is the minority principal a spokesperson for the minority community, a punitive disciplinarian, or a defender of minority causes?" Varying expectations can affect minority principals' relationships with their faculty and staff, students and community, and the local school board.

5. Many Black school administrator candidates do not know the subtle institutional dynamics of their school systems, an ingredient in career advancement. To understand and be included in these subtle dynamics requires intensive involvement, and since minorities traditionally have had limited participation in educational administration, most have been denied both a chance to learn these dynamics and a way to become involved in them. Many minorities are often unaware of the barriers in their career paths that limit their ascent in the educational hierarchy (Lovelady-Dawson, 1981) It has been further reported that the "good ole boy" network excludes minorities and women from promotions because they deviate from White male morms, reducing promotion to a matter of cultural similarity rather than competence. Minorities who do succeed in breaking into the old boy network are often acculturated rather than included on the basis of the cultural diversity they bring with them. In a 1977 survey by Scruggs, he found that 57 percent in a sample of principals and supervisors in 11 states and Washington, D.C. answered "moderately" when asked: "Are Black administrators accepted as equals in your operation?"

6. Aspiring Black school administrators still face conscious or unconscious resistance from within the educational system in obtaining employment. Doughty (1977, 1980) studied minority administrators' employment patterns and asserted that Affirmative Action and Fqual Employment Opportunity (EEO) programs designed to aid minority access to employment do not provide an edge for minority candidates. Although EEO programs may provide minorities a better chance for an interview, their applications were often screened out and used only as evidence of an attempt to meet federal requirements.

7. People respond to Black superintendents differently because of their color. Black superintendents are expected

to solve immediately problems that stem from decades of economic, social, and racial injustice. Additionally, there is the persisting "test of fire" quality of interaction with Black peers, staff, and students. Many can not seem to be satisfied unless there is a constant confrontation with the superintendent, wherein he/she has to pass or fail (Scott, 1980). Blacks need to first pass the tests before they can be regarded as professionals.

NEEDS OF BLACK SCHOOL ADMINISTRATORS

To assist Black school administrators in maintaining effectiveness in their positions, and to achieve career growth, various needs peculiar to their group should be met.

1. Because of their limited representation in school administration today, they need more support to maintain their aspirations. Often, however, they receive less. They need support from mentors and coaches, an old boy network similar to that of nonminority school administrators, encouragement from families, peers and supervisors.

2. Training about various on the job aspects should be provided for aspiring Black school administrators: the barriers they encounter, the strategies available to them to overcome these barriers, the institutional dynamics of school systems, in addition to their training on principles of school administration.

3. With the present administration's attempts to curb affirmative action enforcement, decisive actions need to be taken. Educational organizations, individuals, and groups should make known the need to strengthen rather than weaken the affirmative action and EEO policies and programs that despite their weaknesses, have been a source of hope for Blacks and other minorities.

4. State certification programs should be examined with regard to their fairness to minorities and steps taken for corrective action. New York City's schools chancellor, for example, has recently filed a federal suit charging that recent city tests for high school and junior high school principals were racially discriminatory. The New York Association of Black Educators also cited the test results as an example of the blatant discrimination against minorities by the examination process. There were no Blacks or hispanics among the 55 candidates who passed the most recent High School Principals Examination in New York City (Education Daily, 1981; Education Summary, 1981).

5. School systems should adopt an active recruiting policy with regard to minority administrators. They should adhere to an affirmative action plan with firm goals for correcting inequities in hiring, pay, and conditions, and publicize the district's progress.

6. Minorities in graduate schools should be encouraged and recruited for studies in educational administration, providing them with financial assistance, career counseling, and introduction to professional networks.

7. Educational organizations should develop programs to assist the hiring and promotion of Black school administrators. These organizations are in a favorable position to conduct training, establish clearinghouses of information and names of qualified minority applicants, adopt resolutions, and urge their constituencies to make the hiring of minority administrators a definite priority.

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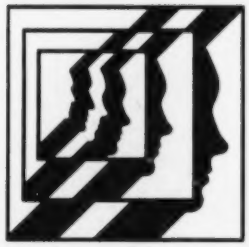

ACKNOWLEDGEMENTS

AASA and the authors extend their appreciation to the individuals and organizations that contributed to the preparation of this document:

Project AWARE Directors

Elaine Hopson, Northwest Women in Education Administration

Debbie Dillon, AWARE West

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